



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3269 Harrison St., Kingman, AZ 86401

Kingman Academy Of Learning

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Dawn Day
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
2005 Enrollment : 351
Web Address : www.kaol.k12.az.us
Phone Number : (928) 692-5265
Fax Number : (928) 692-3444
E-mail : bhamlyn@kingmanacad.pvt.k12.az.us

Mission

To give students a quality educational foundation for lifelong success. A basic skills school with an emphasis on correct writing procedures. There is a strong relationship between parents and school. Parents are partners in the learning process.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improvement of students in the academic areas. Students who meet or exceed their academic goals will be a success in the classroom.
- ü Reduction in absenteeism. Attending school every day is very important for academic growth, student achievement and high self-esteem.
- ü Strong emphasis on parent involvement. Administrators, teachers, and parents should be viewed by the student as a team working together for the good of the student.
- ü High standards for student behavior. This fosters an atmosphere of respect for classmates and teachers, creating a classroom environment where all students are able to learn without distractions and allowing teachers to teach without disruption.

Enrollment

October 1, 2004 School Year Student Enrollment : 350
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 353

Instructional Programs

- ü Back-to-Basics Language Arts/Math
- ü Back-to-Basics Science/Social Studies
- ü Exploratory Classes for Grades 6-7-8
- ü Inclusion Model Special Education
- ü Girls and Boys Basketball Teams
- ü Cross-Country Team
- ü Spanish

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/22/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students receive an education based on high academic & behavior standards. The students are provided a safe environment, with adequate appropriate material and highly qualified teachers. Parents are involved in all aspects of their child's education.

Parents

Parents volunteer 30 minutes each week; parents are actively involved in the Discipline Plan of the school; students attend school regularly; parents emphasize academic excellence. Parents are involved in all aspects of their child's education.

Transportation Policy

Students are transported to and from school by school owned buses. Bus service is within neighborhoods where our students live, not door- to-door. Student behavior standards also apply to their behavior while on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Disney Teacher of the Year Nominee	2004
ü 100% Parent Attendance at Parent/Teacher Conferences	2005
ü 3 teachers recieved What-A-Burger Hero Award	2005
ü Clean City Commission Recognition Award	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	119	78250	100	100	99	533	528	548	32	32	21	23	24	18	38	38	48	7	7	13
All Students (Prior Year)	109	109	75001	99	99	99	460	460	468	44	44	37	39	39	36	13	13	16	5	5	10
Female	59	60	38071	100	100	99	535	525	549	23	23	20	33	34	19	40	40	49	4	4	12
Male	59	59	40126	100	100	99	532	532	547	42	42	23	13	13	17	36	36	46	9	9	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	14	14	29129	100	100	99	528	528	527	42	42	32	17	17	23	33	33	40	8	8	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	100	101	38320	99	99	99	535	529	568	30	30	12	24	25	14	40	40	55	6	5	19
Students with Disabilities	21	22	9329	100	100	100	469	446	454	90	86	64	5	10	18	5	5	16	0	0	2
Students without Disabilities	98	98	68996	100	100	99	548	548	561	20	20	16	27	27	18	45	45	52	8	8	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	34	34	33388	97	97	94	530	530	530	33	33	32	20	20	22	43	43	40	3	3	5
Non-Economically Disadvantaged	85	86	44937	100	100	100	534	527	561	33	32	13	24	25	15	36	35	54	8	8	18

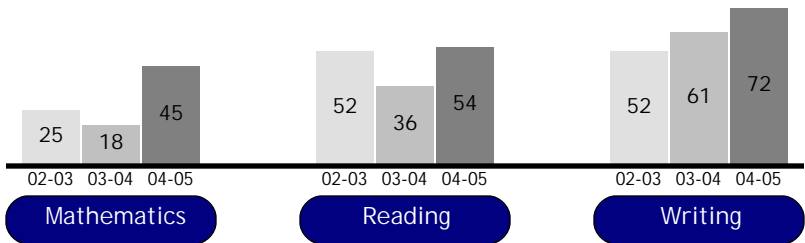
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	119	78302	100	0	99	498	493	512	22	22	11	25	25	25	49	48	57	5	5	7
All Students (Prior Year)	109	109	74918	99	99	99	482	482	497	47	47	32	17	17	19	27	27	35	9	9	15
Female	59	60	38082	100	0	99	507	497	518	13	13	8	27	28	24	54	53	61	6	6	7
Male	59	59	40166	100	0	99	489	489	507	30	30	14	23	23	26	43	43	54	4	4	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	14	14	29152	100	0	99	482	482	492	33	33	17	25	25	34	42	42	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	100	101	38347	99	0	99	500	495	531	20	20	5	24	25	17	50	49	68	6	5	10
Students with Disabilities	21	22	9353	100	0	100	440	419	429	60	57	40	35	38	38	5	5	22	0	0	1
Students without Disabilities	98	98	69024	100	0	99	511	511	524	14	14	7	22	22	23	58	58	62	6	6	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	34	34	33398	97	0	94	498	498	495	20	20	18	23	23	35	53	53	46	3	3	2
Non-Economically Disadvantaged	85	86	44979	100	0	100	497	491	525	24	23	6	25	26	18	46	45	66	5	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	119	78094	100	100	99	536	531	545	3	3	3	25	25	18	72	73	77	0	0	2
All Students (Prior Year)	109	109	74503	99	99	99	499	499	491	7	7	9	32	32	32	50	50	51	11	11	8
Female	59	60	38025	100	100	99	550	540	558	0	0	2	13	13	13	87	87	82	0	0	2
Male	59	59	40013	100	100	99	522	522	534	6	6	5	36	36	23	58	58	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	14	14	29068	100	100	99	519	519	523	0	0	5	42	42	27	58	58	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	100	101	38265	99	99	99	539	533	564	3	3	2	21	21	11	76	76	84	0	0	3
Students with Disabilities	21	22	9275	100	100	100	469	446	444	15	14	14	60	57	46	25	29	39	0	0	1
Students without Disabilities	98	98	68892	100	100	98	551	551	559	0	0	2	17	17	14	83	83	82	0	0	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	34	34	33296	97	97	94	535	535	527	3	3	5	20	20	27	77	77	67	0	0	0
Non-Economically Disadvantaged	85	86	44871	100	100	100	535	528	559	3	3	2	28	27	12	70	70	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	56	56	53	95	56	NA	56	100	60	60	51
	Language	100	44	44	45	95	49	49	48	100	53	53	47
	Mathematics	99	70	70	62	96	73	73	66	100	64	64	52
7	Reading	100	60	60	51	96	52	NA	54	97	56	56	50
	Language	100	64	64	54	95	54	54	58	97	58	58	52
	Mathematics	100	76	76	58	97	68	68	62	98	63	63	50
8	Reading	100	58	58	53	96	56	NA	55	100	45	45	51
	Language	100	53	53	49	95	43	43	52	100	43	43	50
	Mathematics	100	68	67	58	96	61	61	61	100	50	50	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Kingman Academy of Learning - Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Technology
- Ü Student Discipline
- Ü Fund Raising
- Ü Facilities
- Ü Uniforms
- Ü Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.50
Other Professional Staff	.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	1	0	0
10 or more years	3	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Girls/Boys Basketball Team
- Ü Bell Choir
- Ü CIMI Camp (Catalina Island)
- Ü Yearbook
- Ü Astro Camp
- Ü Soccer Team
- Ü Cross-Country Team

Social Services

- Ü Gymnasium to be Used by the Community
- Ü Food Bank Collections
- Ü School-to-Work
- Ü High School Community Service

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Percentage of students by grade level that meet or exceed the 2005 AIMS Academic Standards in math: sixth grade 85 percent; seventh grade 89 percent; eighth grade 55 percent.
- ü Thirteen percent of students had perfect attendance for the 2004-2005 school year.
- ü 2597 Parent Volunteer Hours!
- ü Percentage of students by grade level that meet or exceed the 2005 AIMS Academic Standards in writing: sixth grade 62 percent; seventh grade 91 percent; eighth grade 81 percent.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Parents, teachers, and school administrators work together to maintain a safe environment. Parents are involved immediately with all behavior problems. Parents, teachers, and administrators work together to find a solution to student behavior problems. The five incidents requiring law enforcement intervention were actually handled in a calm manner by the school resource officer and the school principal.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Betty Rowe	(928) 681-2400
Transportation Policy	Susan Chan	(928) 681-2400
Community Resources	Kathy Scroggins	(928) 681-2400
School Nutrition Programs		
Parent Organization	Becky Fawson	(928) 753-0772
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 351 Copies = \$134.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.